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ABSTRACT

This module is part of a training program for foster parents and foster care workers offered at Colorado State University. The module's learning objectives address: (1) the organization of a social services foster care system; (2) the functioning of human systems and the rules governing their operation; and (3) the difficulties complex systems have in responding to clients' needs. This module consists of two lectures. Lecture 1 considers the three domains of the foster care system. These domains are the family system; foster care services; and agencies or institutions such as the police and courts that perform related services for families. An exercise for sketching a simple child placement sequence is included. Lecture 2 considers the law of parallel process, which says that feelings that dominate one level of a system affect other levels. A vignette exercise allows course participants to practice their skills relating to intervention in family systems. A five-page form for evaluating the module is included. (BC)

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FOSTERING FAMILIES

Process and Practice: Three Domains in Foster Care

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Designed in Consultation with the Colorado Department of Social Services
Under Grant Number C950405

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FOSTERING FAMILIES

A Specialized Training Program
Designed for
Foster Care Workers & Foster Care Parents

PROCESS AND PRACTICE:
Three Domains in Foster Care

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Designed in consultation with
The Colorado Department of Social Services
Under Grant No. C 951209

2/91

FOSTERING FAMILIES

FOSTERING FAMILIES....

is a unique opportunity for foster care parents and foster care workers to explore the many complex aspects of the foster care delivery system.

is a training program designed to be comprehensive in its approach to educating those people most important to the success of foster care.

is specially designed in 2 1/2 hour sessions to meet the varying learning and educational needs of foster care providers.

is designed to foster "a partnership of skill" to effect quality care for families and children in distress.

is offered, in specific levels, as upper-division college classwork in the Social Work Department done in concert with the Division of Continuing Education at Colorado State University.

is a collaborative project with the Colorado Department of Social Services and supported with funds from Title IV-E and Colorado State University.

FOSTERING FAMILIES

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GLOSSARY OF KEY TERMS

System	A combination of things or parts that form a complex or unitary whole
Open System	A system that exchanges energy and information with other systems and its environment
A Law	A principle based on observation of certain natural consequences over time
Murphy's Law	A frequently observed principle that if anything **can** go wrong, it probably will
Parallel Process	The principle that the feelings and attitudes that dominate one level of a system tend to spread and affect other levels of the system as well

FOSTERING FAMILIES

LEARNING OBJECTIVES

1. Through the training process, participants will learn how a social services foster care system is organized on a descriptive level.

2. Participants will look at how human systems function and become acquainted with some basic rules about how they operate.

3. Through a practice vignette, participants will apply their newly-acquired understanding of systems.

4. By examining Murphy's Law and the principle of parallel process, participants will comprehend how difficult it is for complex systems to respond to a client's needs within the larger arena of human relationships.

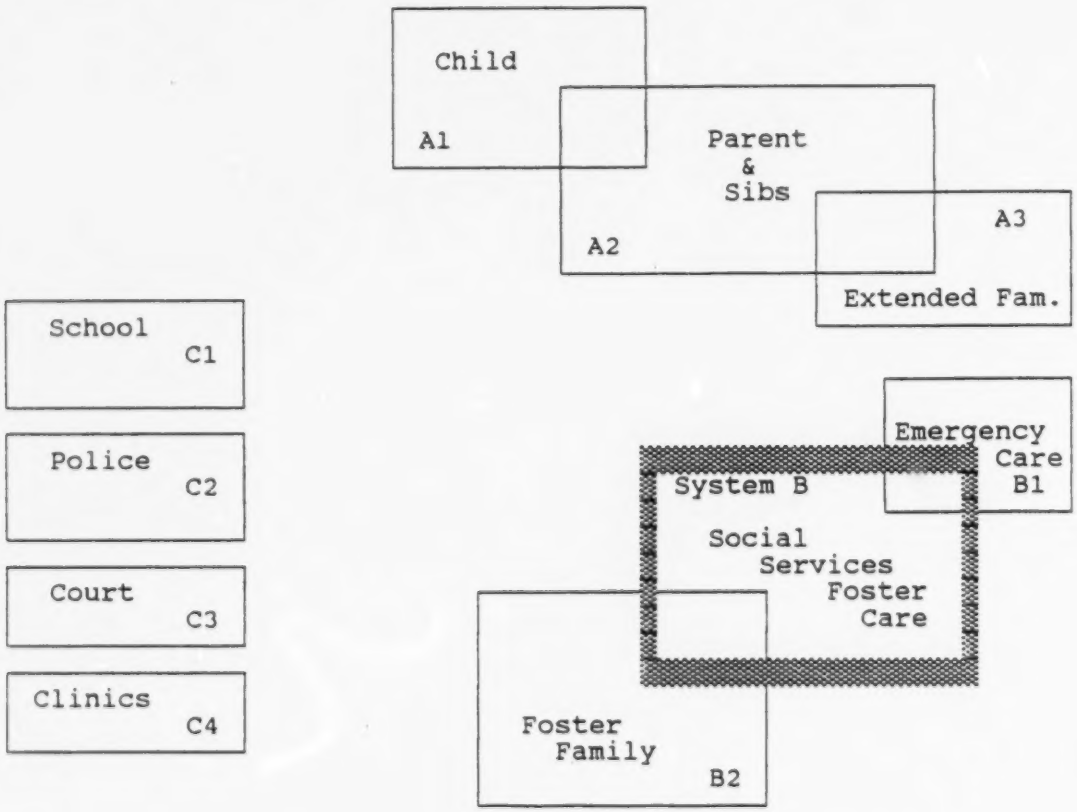
FOSTERING FAMILIES

THREE DOMAINS OF THE FOSTER CARE SYSTEM

Lecturette #1

The foster care system is complicated, not just because human families are varied and complex but because there are so many "players" in the process. When a family breaks down a lot of people and organizations get involved.

For ease of discussion, we offer a diagram:



REFER TO DIAGRAM ON PREVIOUS PAGE

SYSTEM A:

The family is our concern and the child is at the heart of it. He/she is the focus of our intervention. If their needs are not met we have failed. System A is often in major crisis when we meet it.

We should be mindful that most often System A is where the child returns after a stay in Foster Care. Therefore efforts to rehabilitate this system should be a high priority.

SYSTEM B:

The Foster Care System stands ready to help children & families in need. A Placement is a crisis for it also because it has to absorb a new member (case) and stabilize the situation while performing many tasks and coordinating the work of others.

System B is the coordination & control center once a child is placed. Also, it has to satisfy requirements of law and local governing bodies. High standards of practice in fostering promote good working relations between these systems. Sometimes this means being in accord and sometimes it means willingness to be in conflict when advocacy is needed.

SYSTEM C:

Is the various agencies & community institutions that serve families.

Good practice standards in System B have a lot to do with how the components in this system respond to the needs of children and families in a community.

FOSTERING FAMILIES

Exercise # 1

SKETCHING A SIMPLE PLACEMENT SEQUENCE:

INSTRUCTIONS: The Instructor will read a narrative of events as a child named Ronnie gets placed. In this way we can begin to examine the complexity of the foster care system. As we go along, follow sequence by sketching out the multitude of messages, calls, and trips that take place. Draw trips with a simple arrow (---->) and calls with an "x" and an arrow (x---->). Ask the Instructor to slow down if things go too fast.

DAY ONE: Ms Drew, a 4th grade teacher, notifies her local Social Services office that one of her children, Ronnie Ruttle, is in trouble. (On the previous page, we can draw an "x & arrow" from the Sub-system C1 to B. Be sure to indicate the direction of the message.)
The Child Protective Unit on-call Worker is Ms Jones. She soon visits the school to see Ronnie.

(Draw an arrow from System B to C1. By now you are probably catching on to the process of drawing the arrows, so we will not give you further directions)

She finds bruises on Ronnie and he appears scared. She calls the Police who meet her at the Ruttle home.

They find trouble in an angry Mom who seems unconcerned about the bruises she admits inflicting.

They pack up a few things and Ms Jones takes Ronnie to the Emergency Shelter.

Mrs Jones returns to her office, fills out some paperwork and schedules a hearing in Court for the day after tomorrow. She makes sure the school is notified about the new arrangements. Ronnie has a worried and sleepless night at the Shelter.

DAY TWO: Ms Jones pays a brief visit to Ms Ruttle. She tells her about her Court appearance, what will happen there and asks further questions about her situation. She visits Ronnie after school and talks to him about finding a foster home.

In the meantime, the Police have sent their report to the Court; the Court has appointed an ad litem attorney for the boy, and the Caseworker has spoken briefly with her. Ronnie sleeps a bit better this evening.

DAY THREE: Mrs Ruttle is at Court at 8:00 a.m. and looks annoyed. She has brought her daughter Regina with her. Mrs Jones explains that she is going to recommend placement for Ronnie. She outlines the general terms of her involvement with the system: her right to an attorney of her own, her visitation schedule, and a requirement that she go to therapy at the local Mental Health Center.

Soon, the Judge grants temporary custody of the child to Social Services.

The newly appointed attorney suggests that Ronnie get a physical exam at the Medical Clinic and a psychological exam at the Mental Health Center.

Ms Jones says goodbye to Ronnie and explains that he'll have a new Caseworker tomorrow. After the hearing she goes back to her office, does about an hour's worth of paperwork, and takes the case to the agency Foster Care Placement Worker.

At this point the Case is assigned to another Worker: Ms Thomas. She picks up the file later that afternoon, spends about ten minutes reviewing it, and visits the Secretary who keeps track of available homes. She locates several appropriate places, confers with the Supervisor in charge of Foster Care, makes her decision about which setting to try, and calls to arrange for a visit there the next afternoon. It is now 6:00 p.m. and she calls the Emergency Shelter, introduces herself to Ronnie and tells him she'll visit after school to talk about what will happen next.

Last, she calls the ad litem attorney and gets her answer service.

Also this afternoon: Mrs Ruttle called the Mental Health Center to get an Intake appointment and Regina tried to call the Caseworker and couldn't get through; then she called her Dad at a Clinic out of State.

SKETCHING A SIMPLE PLACEMENT SEQUENCE:

Now, at this point, step back and look at all the arrows. Show your diagram to your neighbor and compare.

Remember Murphy? He said "If anything **can** go wrong, it probably will." Reflecting on this excercise we can appreciate:

...how amazing it is that even more things don't go haywire in these systems

...why many key actors in these systems try so hard to control everyone else

...and, why these people don't war with one another even more than they do

More about the Ruttle saga

later . . .

FOSTERING FAMILIES

Lecturette #2: Some Basic Rules About The Behavior of Systems

GENERAL LAWS: A few rules about systems will help us understand why it can be so difficult for them to achieve their purposes:

a. The Rule of Complexity:
The more parts a system has, the harder it will be for it to work smoothly as an overall system.

b. The Rule of Size:
The bigger the system, the more time will be needed for self-maintenance and self-regulation.

c. Murphy's "Rule":
The greater the complexity and size of a system, the less efficient it's work will be, and the more time it will need to get anything new right. At first, **if it can go wrong, it probably will.**

d. The Rule of What Works:
Successful systems evolve over time into efficient systems because of the nature of the people who work them. **People are systems.** Human qualities of optimism, patience, honesty, flexibility, willingness to learn, and humor create systems that are productive and fun to work in, regardless of the size, intricacy or task of the system.

THE LAW OF PARALLEL PROCESS

Please notice that part d) contains nothing about brilliance or wisdom, or being right, or working yourself to death.

THE LAW OF PARALLEL PROCESS: What this says is simple:

> The feelings and energies that dominate and occupy one level of a system, tend to infiltrate and affect what happens at other levels in a system.
>
> There's a saying most of us have heard: "What goes around, comes around." That's the law of parallel process.

a. Awareness Counts:
The less aware people are about the feeling dimension of experience, the quicker the process spreads and the harder it is to change it. Like viruses, feelings are very contagious.

b. What Comes Around Can Be Negative:
Example:

> Several weeks ago Mrs Ruttle was at work at her 7/11 store and two teenagers tried to buy beer from her. Their I.D.s were obviously fake and when she refused they threatened her and called her some unpleasant names before they left.

b. Example (Continued):

> When she finished her shift she told the next clerk what had happened. He thought it was funny and laughed. By the time she got home (@ 11:00 p.m.) she was furious. She found her daughter gone, her son asleep and the t.v. on. She was so mad she woke Ronnie up and bawled him out about the t.v.

c. Fortunately, <u>parallel process can also be positive:</u>

Example:

> The next morning Ronnie got up & made his Mom her favorite kind of coffee & toast. Beside the plate he left a spelling test that had a "B+" on it --an improvement for him. When she saw it she smiled.

The examples above show how parallel process can flow vertically (up or down) or horizontally (around, at a given level) in a system. The content of the flow can be good or bad, helpful or harmful. It can move quick (e.g. someone yelling "Fire!" in a movie), or it can be very slow (e.g. the I.R.S. sending you a refund). There are lots of ways to think about this process.

d. Flow and Counter-force:
The flow of "what comes around" can be halted or modified when it runs into a counter-force big enough to contain and neutralize it.

Example:

> When Ronnie got to school he still felt bad about the night before. His teacher complimented him about the way he drew something, then showed it to the class. He felt a little glow inside from that and tried not to let it show.

OPEN AND CLOSED SYSTEMS: This quality has to do with structure, or how a system is put together. This greatly affects how it does its work, how "influenceable" it is, and how it handles content.

OPEN & CLOSED SYSTEMS

a. An open system has feedback loops, or channels that serve to conduct information and energy throughout. Here people know what's going on, good or bad. They weigh and share their data, using it to meet personal and/or group needs.

Example:

> Before Ron Ruttle went into a rehab program for his drinking, he sat down with the kids and told them where he would be, why he was going, and how long he'd be gone. He also said that he'd miss them a lot. They cried together the next morning before he left.

b. A closed system restricts information and energy and what feedback loops are there are carefully controlled. Energy and information tend to move slower in this kind of system.

Example:

> Before they left the house that morning, Ruby (Mrs Ruttle), sat the kids down and told them that it was nobodies' business where their Dad had gone or what he was doing. If anybody asked they were to say that he got a job out of town for a month or so.

ABOUT CONTENT

This sequence illustrated to the children that their system was open within the family about Dad's plans, but closed to the neighborhood and community. Most families are a combination of open and closed systems, depending on the process, and the content involved.

ABOUT CONTENT:

-The motion and dynamics in systems shape the ways various content issues are dealt with. This, in turn, affects the work of a given system.

-The content of a system, the "theme" dominant at any one time, is quite separate from the other structural qualities of a system. For instance, family therapists have long observed that most families, regardless of their main developmental issues, tend to handle things in their own characteristic pattern whether the members are arguing, working, or bonding.

THE IMPACT OF STRESS

-Every system has different modes of operation, depending on its milieu or context. Some examples of context are optimal calm, ordinary every-day business, and hysterical panic. These "states," change the way systems behave.

CONTENT AND STRESS

In the life of any system there will be times when the impact of a negative content is so extraordinary it throws the system into distress. Or, perhaps a given system is especially vulnerable to a certain content that another system might not ignore.

The system then moves into "another gear," and make changes of structure, either building up or breaking down, depending on the nature and degree of the stress and the resiliance of the system.

Examples:

> Upon declartion of war an Infantry Division activates contingency plans that greatly modify its organization and operations in contrast to "normal" activities.

> A shy person, not used to confrontation, is gruffly challenged by the teacher in a large political science lecture-class to justify a statement he made on an assigned paper. The man becomes frozen and cannot respond. He turns red, feels humilated, and leaves the classroom.

The need for defensive measures throws a system into a different mode. The previously-mentioned principles about process still apply, nonetheless.

FOSTERING FAMILIES

FINAL OBSERVATIONS AND FOOD FOR THOUGHT

SOME FINAL THOUGHTS:

This discussion provides a variety of observational skills and tools, or maps, that one can use to study complex systems. Family systems, in particular, are the most fascinating groups to explore because of the way key dynamics and themes of trauma and growth, or process, move through history, tracing patterns of growth and decay in a lineage.

AND FOOD...

An equation is offered below to invite your reflection (>>=s "affects"):

Process is....

Content >>Dynamics
>>Structure >>Content

and on and on

THE CASE OF RONNIE RUTTLE

PRACTICE VIGNETTE

Ronnie Ruttle is a skinny, rather introverted boy of 10 who has been in foster care for about 3 months. He was placed after his teacher found bruises on his arms and shoulders, and the local Child Protection Team was notified. The Caseworker found a household in some disarray and strain. His mother, Mrs. Ruttle, freely admitted hitting him and that he "had it coming." He was slow to help his overwrought Mother with all the chores that needed doing and "a good whacking gets him moving when nothing else will."

Caseworker's findings:

At the time of the evaluation the Ruttle family consisted of:

a) Ruby Ruttle, 33, a clerk employed about 35 hours a week at a convenience store. She cleans neighbors' homes on days off for extra income. She impressed the Caseworker as an aggressive person one would not cross without serious fore-thought. After the Caseworker's intent to be helpful came across, Mrs. Ruttle dropped the chip on her shoulder and was a bit more open about her troubles. She seemed like a person overwhelmed by her circumstances and very angry at her family for not making things easier.

b) Ron Ruttle, 37, not in the home at the time of the evaluation. He was drying out at an alcohol treatment center, out-of-State, and was half-way through a six-week program. A Union house-painter, he had not worked full-time for about a year before he went into the treatment program. He was a "mellow drunk" and had served as "house-husband," preparing meals and taking care of the kids during his spell of unemployment. He has a history of back troubles and episodic drinking since age 32.

Caseworker's Findings (Continued):

c) Regina Ruttle, 15, was described as "pig-headed and independent" by Mother. Lately she was spending a good deal of time with another family who lived in a near-by. This family's appeal seemed to be that it held Regina's best friend, Marcie, and that Regina's boyfriend, Clyde, lived nearby. Mrs. Ruttle suspected that she and Clyde were sleeping together and this worried her greatly. Her daughter helped her clean houses sometimes, but was not always reliable about it. "She insists on my paying her," Mrs. Ruttle snorted. Regina makes "A"s & "B"s at school, plans on being a Beautician, and says she'll move out of the house as soon as she can. Mrs. Ruttle clearly resented her daughter, but worried about her the most.

d) Ronnie, 10, seems younger than his age. He came across as dreamy and off-focus. In his interview with the caseworker he was vague about what had gone on between him and his mother that caused the bruises. He did not want to be moved to a foster home and was sure he could work harder so Mom wouldn't get so mad. He disliked the shouting that went on between his Mom and sister. The only thing that evoked any clear sadness was his statement that he missed his Dad. There was a third child, a girl, that died 5 years ago at four months of age due to respiratory problems.

In her evaluation the Caseworker felt that a foster placement was indicated. It was plain that Mrs. Ruttle had some strengths but, in her current state of mind, might do further damage. She needed relief and support to get things together in a better way before Ron returned home. Arrangements were made for Ronnie to join the Gibbs foster family. Mrs. Ruttle was given a support group to attend and visitation on a weekly basis. It was understood that Ronnie would see his Mother for brief visits at the 7-11 store after school. The boy would see his sister on a weekly basis, also, apart from Mother by mutual preference.

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THE CASE OF RONNIE RUTTLE

THE SITUATION ABOUT SIX WEEKS AFTER PLACEMENT-

Foster Family: The Gibbs, consist of Mary, 48, a home-maker; Steve, 50, an electrician for the power company; Bill, 20, away at college; Linda, 17, a senior in High School; and two foster children: a girl, Carla, 11, and Ronnie. Carla has been in the home for eight months and has thrived. Adoption is being discussed. Ronnie's time in foster care seemed easy at first; lately, he has seen his Mom almost daily.

Visitation: Their visits have gone pretty well. While Mrs. Ruttle has held herself aloof from Mrs. Gibbs, Regina got to know the Gibbs and has gone to the mall several times with Linda. They've taken Ronnie along a few times and he seemed to thrive on their attention. Mrs. Gibbs joked to the Caseworker that she could have Ronnie back when placement was over, but not Regina.

The Ruttles: Mrs. Ruttle has gone to her support group fairly regularly. She has tended to dwell on her daughter and their many mutual grudges. The group has tried to focus her on issues surrounding her husband's and Ronnie's return home. She is not sure she wants her husband home; things have been easier for her without him. In general she looks less haggard and angry at the world.

THE CASE OF RONNIE RUTTLE

PRACTICE VIGNETTE

SITUATION (Continued):

After his hospital recovery program, Ron Ruttle went briefly into a half-way house and started back to work. At this point he has been home for 10 days and looks good. He attends 12-step meetings, almost daily. Mrs. Ruttle won't join him or go to Alanon because "I don't want to sit around listening to a bunch of women complain!"

Mr Ruttle and a cousin are planning to set up a small sub-contracting business. Mrs. Ruttle has said this is foolish to be sinking money into a new venture, especially when his sobriety is still in doubt.

PRESENT PROBLEM FOR GROUP EXERCISE:

Mrs. Gibbs calls the Caseworker and asks for a conference in an anxious voice. The Caseworker feels guilty because she hasn't kept up with the case for several weeks. Trying to learn what's wrong, she finds that Ronnie has begun wetting his bed. After his last week-end visit, he wet the bed for two nights. Mrs. Gibbs thought it would pass.

Then Friday night before his next scheduled visit, he wet the bed again and looked ashamed and tense. He cried about it and said he would not see the Doctor when Mrs. Gibbs made an appointment for him. Then he ran away for a whole afternoon. When he returned, she wanted to look for bruises but thought it best to have the Doctor do that.

Mrs. Gibbs exclaimed in a worried voice, "I've never had any experience with this and I'm not sure we can keep him under these circumstances. Maybe another place would be better." Apparently the whole household was upset over this. The Caseworker agrees to meet her the next morning and talk.

FOSTERING FAMILIES

THE CASE OF RON RUTTLE

PRACTICE EXCERCISE

GROUP EXERCISE- This meeting between the Caseworker and Mrs Gibbs will address the first crisis in Ronnie's placement. This excercise considers what could happen at this meeting. Pretend you are a "fly on the wall" and can hear it all. The group will split into two (or more) parts and do the following discussion exercise. After 15-20 minutes, each will report their findings.

INSTRUCTIONS:

Group A: Consider the "worse case scenario." The Caseworker comes to the meeting frustrated about another case, guilty about this one, and angry at Mrs Gibbs for over-reacting to this minor hassel. She wants a solution fast so she can get on to more urgent work. Mrs Gibbs wonders if she's the cause of Ronnie's problem; this idea overwhelms her. Her agenda is to get Ronnie into another placement as quick as possible. Let's assume a lot goes wrong. Discuss among yourselves how bad these two people (representing their systems) could botch it for little Ronnie. Imagine such a scene with all the words and emotions that would have to dominate the process for this to happen.

Group B: Consider the "best case scenario." They approach the issue with curiosity and an open mind to a number of possible solutions. They are able to share their secret feelings about the case and this particular frustrating crisis. They work out a next step towards dealing with the problem. Imagine such a scene with all the words and emotions that would have to dominate the process for this to happen.

THE CASE OF RONNIE RUTTLE

PRACTICE EXCERCISE & DISCUSSION

INSTRUCTIONS (Continued):

Each group will elect a recorder. This person will take notes on the group's discussion of their exercise:

1) Write down a couple of statements one could expect to overhear in the conversation.

2) List three feelings expressed in the process.

3) Name a feeling and/or an issue probably avoided in the process.

4) What kind of action or decision would be likely to come from your imagined conference? What is likely to happen to Ronnie in the process?

DISCUSSION OF GROUP IDEAS:

After 20 minutes the large group will reconvene and discuss each recorder's notes. Note how each process worked to shape outcome? Try to see how the content (outcome, concrete plan) was influenced, not by the intelligence of the decision-makers, or the objective nature of the problem they were facing, but rather the process (rules and assumptions operating in the system) at the time. Try to make clear the ideas:

-What did it feel like to be "in" that system?

-How is an awareness of system rules and our own inner process related to "good practice?"

-How does "good practice" help us avoid traps?

If time permits, other, more evocative, questions can be studied:

-Can awareness be cultivated by training? and

-What are the probable causes of Ronnie's bed-wetting?

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KEY POINTS

1. The delivery of services and care in a complex, multiple-leveled system, such as the Foster Care Section of a Social Services Department, is an intricate, and sometimes frustrating, process.

2. A systems perspective and an awareness of parallel process gives a person a "big picture" appreciation of events and their affect on human systems.

3. Parallel process also helps us appreciate that multiple realities can co-exist at one time in a system.

4. A systems view helps bring a greater degree of objectivity to one's observation. A neutral, objective stance is usually necessary to sort out what is going on when confusion attends conflict in an organization. A systems view helps people not personalize the problems that surrounded them, thus permitting a more effective problem-solving process.

5. A systems view is especially helpful in grasping how people in groups and organizations negotiate change and respond to crisis.

6. Good practice standards always involve an awareness of:

   - one's context (role and location) in the system, and

   - one's inner process (feeling attitudes) and how that contributes to the on-going organization of the system

FOSTERING FAMILIES

Colorado State University
Application for Partial Credit

Module No.: SW _ _ _-_ _ _

Name: _____ Soc. Sec. #: _____

Address: _____ Phone: _____

_____
(city) (state) (zip)

Grading: Pass/Fail (unless otherwise requested)

The Social Work Department at Colorado State University will grant university credit for each six different modules of training completed. Applications for credit must be made at the Time of Each Module Training ONLY. All work carried out in the modules must meet general academic standards of Colorado State. Written materials must be submitted and receive satisfactory grading for credit to be awarded. These applications will be held until the applicant completes his/her sixth module training. At this point, s/he will be able to formally register through the Division of Continuing Education for 1 credit hour. One credit hour of these modules costs $90.

FOSTERING FAMILIES

ASSIGNMENT FOR PARTIAL CREDIT

Look back on your experience in foster care, or your own family of origin, and recall two instances where events seemed to have a momentum of their own and you had to struggle to make sense of things. Call these "Experience A" and "Experience B." These can be productive or unproductive events, but be sure to choose an event that can illustrate Murphy's Law and parallel process. For purposes of confidentiality, please change names and any other details that would protect client (or others) identities.

Review the ideas about systems and parallel process in this module and:

a) Write up a paragraph or more describing Experience A and B, i.e. who did what, when, and what followed. Make sure the narrative centers around the Foster Child (or a child in a system).

b) After describing Experience A, write a paragraph applying the concepts in the module to the experience. Then do the same for Experience B.

Mail your work to:

Dr Mona Schatz
Fostering Families Project
202 Eddy Building
Colorado State University
Ft Collins, CO 80523

Be sure to state that this assignment is for "Ronnie Ruttle: A Systems Case Study."

FOSTERING FAMILIES

PROCESS & PRACTICE:
THREE DOMAINS IN FOSTER CARE

EVALUATION BY PARTICIPANTS

The following items are designed to assess your satisfaction with the training as well as the effectiveness of the training design and materials. Please use the following scale and circle your response.

1 - not well addressed in the training
2 - not as adequately addressed as necessary
3 - adequate; given sufficient attention
4 - well addressed in the training
5 - very well addressed in the training

	Not Well Addressed				Very Well Addressed
1. Through the training process, participants will learn how a social service foster care system is organized on a descriptive level.	1	2	3	4	5
2. Participants will look at how how human systems function becoming acquainted with some basic rules about how they operate. ..	1	2	3	4	5
3. Through a practice vignette, participants will apply their newly acquired understanding of systems.	1	2	3	4	5
4. By examing murphy's law and the law of parallel process, participants will gain an appreciation for how difficult it is for complex systems to respond to client's needs and the larger arena of human relationships.	1	2	3	4	5

B. The following items relate to program aspects of the training module. Please rate these items on the following scale. Any additional comments are welcome in the space provided after the question.

1 = Very Poor
2 = Poor
3 = Adequate
4 = Good
5 = Very Good

	Very Poor	Poor	Adequate	Good	Very Good
1. The length of the training..... (Was the material covered in the time allotted?)	1	2	3	4	5
2. Usefulness of training manual.....	1	2	3	4	5
3. Participant responsiveness.....	1	2	3	4	5
4. Your ability to participate expressing your ideas, feelings, and concerns.....	1	2	3	4	5
5. Your interest in the training session.....	1	2	3	4	5
6. Your comprehension of the material presented.....	1	2	3	4	5

COMMENTS: Please be specific:_____

C. We are interested in your feedback about our trainer, co-trainer(s). With this feedback we can continue to improve our sessions.

1 = Totally inadequate and ineffective
2 = Generally inadequate and ineffective
3 = About half and half
4 = Usually adequate and effective
5 = Highly adequate and effective

	Totally Ineffective/ Inadequate		0		Highly Effective/ Adequate
1. Knowledge/mastery of the subject matter.....	1	2	3	4	5
2. Preparation.....	1	2	3	4	5
3. Ability to communicate.....	1	2	3	4	5
4. Style of presentation.....	1	2	3	4	5
5. Enthusiasm/interest in subject matter.....	1	2	3	4	5
6. Overall performance.....	1	2	3	4	5
7. Ability to facilitate.....	1	2	3	4	5

8. In general, what would you identify as the strengths of trainer(s)?

9. In general, what would you identify as the deficiencies of trainer(s)?

D. The training setting is obviously an important aspect of a sessions success. We are interested in your feedback regarding the location, room, etc., and again welcome any comments or suggestions.

	Very Poor	Poor	Adequate	Good	Very Good
1. Setting appropriate for concentration, i.e., distraction, noise, temperature.	1	2	3	4	5
2. Setting conducive for participation.	1	2	3	4	5

COMMENTS: Please be specific: _____

_____

E. Overall Comment: What could have been done differently to make the training sessions more beneficial or helpful to you? (Please use back of page if necessary).

I.D. #_ _ _ _

FOSTER CARE DEMOGRAPHICS

E. DIRECTIONS: Please fill in all blanks with information where needed or circle the correct number where several choices are provided on the next two pages.

1. Last 4 #'s of Social Security # _ _ _ _

2. Circle correct role: 1. worker 2. foster parent
   3. Other_____(please specify)

3. Date _ _ - _ _ - _ _

4. County _____

5. Circle gender: 1. Male 2. Female

6. Circle racial background:
   1. Hispanic
   2. Black, not of Hispanic origin
   3. Asian-American
   4. American Indian
   5. White, not of Hispanic origin
   6. Other:_____

7. Age_____

8. Are you (please circle one): 1. Married 2. Separated 3. Single

9. Number of birth & adopted female children_____

10. Number of birth & adopted male children_____

11. Circle age group of birth & adopted children:
   1. all under 5
   2. all under 10
   3. all under 15
   4. all under 18
   5. all over 18
   6. some under 18 & others over 18
   7. none

12. Highest level of formal education: (please circle one)

   1. some high school
   2. high school graduate
   3. some college
   4. college graduate
   5. Master's degree or higher

13. Within the past year, have you participated in any other foster care training other than Colorado State's Fostering Families?

   1. yes 2. no

Thank you for your help! Your feedback is important for our continuing improvement of the Fostering Families project.

PLEASE CONTINUE TO THE NEXT PAGE

F. DIRECTIONS: Finally! Complete only the section which refers to you as either a Foster Care Parent or Foster Care Worker.

FOSTER CARE PARENT SECTION

14. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency (please specify)_____
    3. Both County Department of Social Services and Private.
    4. Indian/Tribal
    5. Other (please specify) _____

15. Total # of children presently in home_____

16. Number of foster female children_____

17. Number of foster male children_____

18. Circle age group of foster children:

    1. all under 5
    2. all under 10
    3. all under 15
    4. all under 18
    5. all over 18
    6. some under 18 & some over 18
    7. no children now
    8. not yet foster parents
    9. other_____

19. Is at least one parent in the home providing parenting and supervision?
    1. Yes 2. No, Parent(s) have work responsibilities outside of the home.

20. Length of involvement as foster family: _____years

21. Number of foster children for which licensed_____

22. Total number of foster children since being a foster parent_____

23. Circle general age groups of foster children you have served:

    1. 0 - 24 mos.
    2. 1 - 6 years
    3. 0 - 12 years
    4. 0 - 18 years
    5. 0 - 21 years
    6. short term/emergency

FOSTER CARE WORKER SECTION

24. What type of agency are you employed or licensed through?

    1. County Department of Social Services
    2. Private Child Placing Agency (please specify) _____
    3. Indian/Tribal
    4. Other _____ (please specify)

25. Are you currently employed as a foster care worker? 1. Yes 2. No

26. Length of time in current agency _____years

27. Current title:

    1. Caseworker I
    2. Caseworker II
    3. Caseworker III
    4. Supervisor I
    5. Supervisor II
    6. Foster Case Trainer
    7. Other (specify) _____

28. Length of time in current position _____years

29. Length of time in protective services/foster care unit _____years